



Department of Early Childhood Education
Internship I & Internship II

Handbook for Interns, Mentor Teachers, and
University Supervisors

Spring 2012

Introduction

Towson University has a distinguished history in the preparation of classroom teachers and education specialists. As the first teacher training institution in Maryland, Towson has prepared women and men for teaching careers for more than 130 years. Students in the Department of Early Childhood Education complete the 128 credit-hour Bachelor of Arts program which is approved and accredited by the Maryland State Department of Education and can lead to Maryland State Certification in Early Childhood Education (Birth - age 8). During the internships, interns demonstrate their ability to be facilitators of active learning for diverse and inclusive learners in a technologically advanced environment.

The Department of Early Childhood Education requires three internships. Internship I, also called Pre-primary Internship is completed in a pre-kindergarten or kindergarten classroom in an approved Professional Development School. Internship II or Primary Internship takes place in grades 1-3. Both Internships are traditionally one day a week and are usually on a Thursday. Interns are expected to be fully engaged in all aspects of teaching and learning and conduct themselves as a professional at all times. The culmination of Internship II is a "mini" student teaching experience where the intern takes over the classroom for a minimum of three days and up to a full week. Upon successful completion of Internships I & II, students will move onto Intern III or full time student teaching. It is an intense, worthwhile, and rewarding learning opportunity requiring patience, understanding, and cooperation from all involved. The purpose in publishing this Handbook is to present relevant material related to Internships I & II as well as to explore the roles of the persons involved in the field component of the Intern's program. The responsibilities are grouped into those of Intern, the Mentor Teacher, and the University Supervisor. Internships are joint venture as all parties work together in a collaborative partnership.

Definition of Terms

The list of terms referred to throughout this Handbook, are defined to provide further clarification:

CPP: Center for Professional Practice: The CPP staff places all Interns, and processes the Mentor Teacher contracts, travel reimbursement, TIMS (Teaching Internship Management System) applications, and evaluations, and essential disposition summative assessment documents. For information regarding the above list, please contact the CPP at 410-704-2567. <http://wwwnew.towson.edu/coe/cpp/>

ECED: The Department of Early Childhood Education at Towson University. Dr. Ocie Watson-Thompson is our chairperson and the phone number is 410-704-2572 <http://wwwnew.towson.edu/coe/eced/undergrad/>

InTASC Principles: Updated in April 2011, Interstate new Teacher Assessment and Support Consortium provides performance based standards defining core knowledge and skills beginning teachers should have for licensing or certification. http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/

Interns: Pre-service teachers engaged in coursework and participating in authentic experiences in Professional Development Schools, planning and organizing instructional experiences for young children.

JPTAAR: The Early Childhood Education lesson plan format. It stands for: Judging Prior Learning (J), Planning (P), Teaching (T), Assessment (A), Analyze (A), and Reflection (R).

Mentor Teacher: Formerly known as the Cooperating or Supervising Teacher, this person is the school-based teacher who assumes primary responsibility for mentoring the Intern during Internship I, II, III.

University Supervisor: An individual employed by Towson University who is responsible for the supervision of Intern and acts as a liaison between the placement school and the University.

NAEYC: The National Association for the Education of Young Children. The world's largest organization dedicated to improving the life's of young children and their families. The Department of Early Childhood Education uses the six NAEYC Standards for Initial Licensure. <http://www.naeyc.org/>

PDS: Professional Development Schools where a collaborative partnership exists between the school or a local school system and the Department of Early Childhood Education. The collaboration includes a pre-service teacher education component and a professional development component for school staff.
<http://wwwnew.towson.edu/coe/pdsn/>

Portfolio: A purposeful selection of materials and artifacts assembled by the Intern representing his/her teaching competence. Portfolios provide evidence of the intern's growth toward meeting identified emerging teacher performance standards (INTASC, NAEYC, MSDE and ECED). Each intern defend the artifacts selected for inclusion in his/her portfolio and will be evaluated by a collaboration of educators during the internship and requires a rating of 3 or higher on a scale of 1 through 5.

Reflective Practitioner: An individual who contemplates teaching and learning events before, during, and after instruction. One who uses data about the learner to inform teaching decisions and who takes the time to process her/his effectiveness, to grow professionally, and to increase the probability of student learning. Reflectivity is encouraged through the use of a student teaching notebooks, weekly reaction papers, journals, portfolios, and conferences with supervisor and mentor teacher.

TIMS: Teaching Internship Management System Students apply for their professional year internship using the Online Teaching Internship Management System (TIMS) application. University Supervisors and Mentor Teachers also use TIMS to complete evaluation reports on observations of the Interns' classroom teaching.

Expectations of Interns during Internship I and II

During the Preprimary (Internship I) and Primary (Internship II) experiences interns will be have various professional responsibilities from most of their professional courses. The interns will attend their field placement every Thursday and an occasional half day. The Primary interns will have a culminating full week of teaching at the end of their semester. Some of the assignments and responsibilities may include:

Videotaping (Primary Semester – Internship II)

The purpose of videotaped lesson and/or activity is for reflection and analysis of teaching. While teaching, observations are limited because one is attending to other variables. Videotaping allows an Intern to revisit one's teaching and focus on a wider range of instructional decisions and student interactions with each repeated viewing. As a result, the Intern is able to develop a clearer sense of style, strengths, and areas for development and enhancement. When viewing the tape the first time, try to gain a general impression. With repeated viewings, focus on lesson content, relationships, and classroom management with these details in mind:

Lesson Content: Consider instructional clarity, consideration of students' prior experience/knowledge, ratio of teacher instruction to active student engagement, pacing, assessment of student understanding, and individualization.

Relationships: Consider classroom climate, teacher responsiveness, motivational techniques, communication patterns, teacher-child interactions, peer interactions, and individual children's reactions and relationships.

- **Management:** Consider provision of materials, instructional organization, directional clarity, and behavior management.

Lesson Planning

Interns are required to submit lesson plans in JPTAAR or 5 E formats. All lesson plans must reflect the key components of an effective lesson which emphasizes the engagement of the learner and the gradual release model. Daily lesson plans should be sufficiently detailed to allow the Intern to use them with confidence and to allow someone else to teach the lesson. Plans should be presented to the Mentor Teacher in time for suggestions and approval to be made prior to teaching. NO lesson will be approved for implementation without a clearly written lesson plan. Lesson plans are submitted to the mentor teacher at least two days prior to teaching. The lesson plan should be accompanied by any teaching materials such as Flip Charts, Power Point slides, handouts, etc. The lesson plan should be accompanied by sample materials, students work samples, and mentor teacher feedback. Lesson plan assignments may be assigned from various courses in the program sequence. A detailed guideline will be provided for the mentor teacher each semester.

Cycle of Learning (Primary Semester- Internship II)

This is a long-range plan which ranges over several days in which the focus is on a specific topic, concept, or theme, or a unit of study designated in the curriculum. Plans should include goals to be achieved, objectives to describe specific learning outcomes, assessment, interdisciplinary experiences, and time sequences of proposed activities. A variety of teaching strategies should be integrated into the cycle to make learning connected, meaningful, and relevant to the students in the classroom. This cycle should include pre and post assessment data as well as student work samples. Each daily plan should show how assessment helped to drive the instruction for the following day.

Service Learning

You will be part of service learning in your school this semester. Service Learning projects are based on goals in the PDS Strategic Plan and vary from school to school. Service Learning projects are planned in conjunction with the Intern, Mentor, and other school personnel and should be based on needs stated in the School Improvement Plan.

Attendance

Daily attendance is required of all Interns observing the same regulations and professional conduct and behavior as classroom teachers who are employees of the schools. In the case of emergencies, the Intern is expected to notify the Mentor Teacher and the University Instructor. All absences must be made up. In the event of excessive absences, each case is evaluated individually by the Mentor Teacher, the

University Supervisor, and the Department Chairperson to determine if an extended Internship experience is necessary. All schedule changes must be approved by the Mentor Teacher and Towson Instructor.

- Interns should plan each week with the mentor teacher.
- Interns should have all lesson plans and materials (to include flip charts, assessments, etc.) sent to the mentor teacher at least two days prior to the internship day. Note: This time frame should be decided upon by the mentor teacher.
- Interns should arrive at school no later than the mentor teacher.
- Interns should leave no earlier than the mentor teacher unless otherwise stated.
- Interns should arrive prepared to teach at the start of the school day. This means; all materials should be made, copied, and ready for teaching by the arrival bell each internship day. Interns should be available to assist, teach, and observe throughout the day and should not be given extra time to prepare materials for teaching.

Dress and Appearance

Although school and school system norms for dress codes vary widely, Interns should maintain a professional image. This internship is a semester-long job interview. The intern should dress professionally at all times. Interns should not wear jeans, flip flops, tennis shoes, or other clothing that is too casual. Consider the neckline of shirts and sweaters as well as the length of skirts when choosing appropriate attire. Interns dressed inappropriately may be asked to leave the school.

Ethical Standards and Legal Responsibilities

Professional growth also includes upholding high ethical standards and understanding legal responsibilities.

1. Arrive at school on time and stay until mentor teacher leaves.
2. Develop a cooperative spirit with your mentor teacher.
3. Respect the privacy of teachers, staff, pupils, and parents.
4. Refrain from disclosure of confidential information.
5. Refrain from bringing personal food or beverages into the classroom during class time.
6. Refrain from using a cell phone or texting during class time.
7. Establish good interpersonal relationships with all school personnel.
8. Respond to constructive criticism in a positive manner.

Evaluation of Progress

Evaluation is basic to all learning. As an intrinsic part of the Internship experience, it helps to interpret and give perspective to all aspects of performance. A comprehensive approach to evaluation involves ongoing analysis of plans and procedures, identification of students' strengths and weaknesses, and emphasis on

analysis and reflection rather than criticism and faultfinding. Effective evaluation focuses on concern for the Intern's progress and the improvement of teaching. This type of evaluation is an essential part of growth.

Evaluation procedures include observations by and conferences with the Mentor Teacher and the University Instructor. Along with daily teaching feedback, Interns will receive a midterm and final evaluation for each internship experience. Interns receive a letter grade for the internship experience. Mentor feedback is crucial in the evaluation process.

The Intern should be evaluated as accurately as possible in each area. A "3" should only be given if you feel that the intern is distinguished. This is actually somewhat rare at this early stage in the program, and we do not expect that interns will accomplish this completely at this point. On the contrary, we truly need to know too if an intern is not progressing in a certain area, and would appreciate it if you could indicate this with a "1" if appropriate.

We are truly trying to help each intern to grow to her fullest potential and value your frank response. Interns are not being graded on the Mid Point Evaluation, but if there are problem areas they are expected to make the necessary improvements by the end of the semester. The Final evaluation at the end of the semester will be a part of their internship grade.

Deficiencies in Internship I or II

The midpoint evaluation is an important tool to determine the intern's performance in the classroom. This evaluation should consider performance from the beginning of the internship to the midterm (approximately 7-8 weeks). If it is determined that an Intern is not performing satisfactorily at this point during the Internship placement, she/he must be provided with specific feedback regarding performance. An Action Plan will be created by the Mentor, University Instructor, and intern outlining expectations that must be met. The Plan will be placed in the Intern's file and a copy is given to the Department Chairperson. If the Intern fails to improve after intensive work with the Mentor Teacher and the University Instructor, the Intern's internship grade will be unsatisfactory.

Suggested Schedule for Intern

Week 1

- Observe the classroom
- Begin to learn the names of students in the classroom
- Review syllabus requirements with mentor and begin to complete the assignment calendar

Week 2

- Observe the classroom
- Continue to learn the names of students in the classroom
- Review syllabus requirements with mentor and begin to complete the assignment calendar

- Read Aloud to the students

Week 3

- Observe the classroom
- Continue to learn the names of students in the classroom
- Complete assignment calendar
- Read Aloud
- Teach a lesson (or opening)

Week 4- 15 (Week 8- Midterm Evaluation)

- Continue the above

At the discretion of the Mentor, the Intern should continue to take on additional responsibilities such as transitions, and walking students to lunch and special. Interns may take on the responsibility of taking over a specific area of curriculum each week even though it is not a requirement of the University Instructor.

Role of the Mentor Teacher

The mentor teacher is a teacher educator. As a mentor teacher, you have significant influence on the development of the intern. The mentor teacher is in an ideal position to assist with planning, to offer constructive suggestions, to provide informed analysis of teaching, and to reinforce appropriate aspects of the intern's performance. Accepting an intern implies a professional commitment to collaborate and communicate with Towson University personnel also supervising the intern.

Commitment

- Internship I and II interns arrive in many stages of development. Towson University does not assure that each intern will be able to perform at an "outstanding" level. The task of the mentor teacher is assist and support the intern as he/she extend, and refine his/her knowledge and skills as an emerging teacher.
- Serving in a dual role, as classroom teacher of children and as mentor teacher of a University student, there should be a balance of needs of both. *Always*, the first priority is the protection and best interests of the children in the charge of the mentor teacher.

Collaboration

- Attending orientation sessions provided by the Early Childhood Education Department (ECED) can enhance the understanding of the standards and expectations for the Internship I/II experience. The willingness to participate in such meetings is a beginning step to establishing partnerships with Towson University.
- Planning lessons together with the intern.

- Reading and discussing all materials supplied by ECED will forge a stronger partnership in providing a supportive environment for the intern.

Communication

- Keeping written observational notes of the intern's performance. Share these notes with her/him on a regular (daily) basis.
- Preparing to share your informed suggestions and praise with the intern, as well as to sharing and receiving honest information about the Intern with the university supervisor.

The role of the Mentor Teacher is to:

- Provide a high quality-learning environment.
- Share professional expertise.
- Analyze and explain teaching and learning.
- Model effective instructional and classroom management techniques. Share time-tested ideas and encourage the intern to try his/her own ideas
- Nurture the development of the intern by bridging the gap between theory and practice.
- Include the intern in professional development opportunities provided by the school and the school district.
- Make time to meet with the intern regularly. Create opportunities for conversations.
- Conference weekly with the intern about planning, implementing and assessing instruction.
- Assist the intern in developing skills in planning, implementing, and assessing instruction.
- Offer written and oral suggestions based upon observations of the intern.
- Share constructive feedback and praise with the intern.
- Help the intern develop a positive attitude about continuous professional growth and development.
- Complete mid-term and final evaluations using ECED forms in a timely manner.
- Uphold the standards set by Towson University.
- Identify service learning and/or action research opportunities.
- Maintain frequent communication with the university supervisor.
- Share concerns about the Internship experience with the university supervisor

Teach/Coach/Reflect Process

The role of the mentor teacher is to teach the intern what one knows about teaching, coach the intern so that her/his skills can be developed in a supportive, mentored environment, and provides opportunities to *reflect* on the many aspects of the teaching/learning process. By encouraging the intern to analyze progress and to identify problems and possible solutions, this evolution from intern to teacher will be more valuable and meaningful. The following guidelines may help to facilitate this process:

Orientation

- A. Introductory Conference between Mentor Teacher and Intern

- Share philosophy and goals.
- Explain classroom responsibilities and procedures.
- Define the role of the Intern in the classroom.
- Discuss professional expectations such as appropriate attire, school policies and procedures.
- Discuss and reflect on each other's expectations.

B. Orientation to the Classroom

- Introduce the intern as a professional, a co-teacher.
- Provide the intern with a desk or work space.
- Provide a class list and seating chart; discuss special needs of individuals in the class.
- Plan an activity to engage the intern and students in an informal conversation so they can become better acquainted. Allow the intern to present an "All about Me" type of introduction.
- Review class schedule, routines, and procedures with the intern.
- Orient the intern to supplies and materials; discuss policies regarding the use of these materials.
- Post the intern's name in the classroom.

C. Initial Conference with University Supervisor

- Clarify roles, responsibilities, and expectations for the internship.
- Discuss school/school system and University calendars, important dates, observations, course work assignments, ECED departmental evaluation requirements, and the midpoint and final evaluation scheduling.
- Exchange phone numbers and email addresses; decide how to maintain ongoing communication.
- Set due dates for required lessons and activities.

D. Orientation to School and Staff (possibly conducted by the school principal or PDS coordinator)

- Discuss the general philosophy of the placement school.
- Tour the placement school building. Provide a map of the school with room numbers and exits clearly labeled (nurse, office, bathrooms, staff lounges, etc). Acquaint the Intern with facilities, available materials and equipment. Provide orientation for using audiovisual equipment, computers, video cameras, and the proper procedures for accessing and using them.
- Introduce the Intern to all placement school personnel (administrative, support, and resource personnel).
- Distribute the placement school's handbook and discuss policies regarding student conduct, arrival and dismissal routines, clerical, and organizational procedures.
- Discuss fire drill and other building exiting procedures.
- Inform the intern about available special services and resources.

- Define the extent of the intern's authority and responsibility in the placement school building.

Planning with the Intern

- Remind the intern to keep the required plans and observation.
- Plan time to collaborate with the intern. Focus on a topic. Discuss the topic and how it relates to the intern/internship.
- Share written lesson plans with the intern and provide a sample format for daily, weekly, and long-range plans.
- Provide access to curriculum guides and formal assessments and explain how these are used in the classroom, school, and district.
- Discuss the thinking behind planning for instruction. How are goals determined? How are objectives determined? Why are specific activities selected? How are students assessed for learning? What adaptations should be made?
- Model lessons for the interns. Provide opportunities to discuss what was done and why.
- Plan weekly and delineate responsibilities clearly. Review the schedule with the Interns so he/she knows in advance what is expected.
- Discuss the formulation of long-range goals and plans for the semester focusing on curriculum areas and skill development.
- Help the intern develop plans for independent lessons.
- Review and critique the Intern's lesson plans before the Intern is allowed to implement the plan.
- Plan cooperatively, but require/allow the Intern to use creativity in developing plans independently.
- Discuss pro-active classroom management techniques.
- Share resources and technology that can be used to enhance instruction.
- Discuss how to provide for a variety of learning styles and classroom adaptations when planning instruction.
- Share ideas for integrating subject matter.
- Reflect upon the effectiveness of daily, weekly and long-range plans.
- Help the intern modify and revise plans appropriately.
- Provide the intern with strategies to differentiate instruction to include all students.
- Help the intern prepare for three to five days of full days of teaching by allowing gradual teaching of full days (Internship II)

Teaching

- Model instructional techniques and strategies:
 1. for individual, small group, and whole group class instruction
 2. that appeal to a variety of learning styles
 3. to demonstrate integration of subject matter
 4. to reflect a multicultural anti-bias approach

5. to utilize technology
 6. to create a positive classroom climate
- Discuss instructional delivery with the intern to provide opportunities for questions and reflection on the teaching experience:
 1. encourage the Intern to try her/his own ideas/techniques
 2. observe the Intern delivering instruction; take notes, and provide formative feedback during a conversation that highlights specifics of the intern's effectiveness and areas for continued growth
 - Provide opportunities for the intern to observe other classrooms
 - Share favorite time-tested teaching ideas
 - Share how to set up a classroom at the beginning of the school year

Classroom Management and Building Children's Behavior

- Share established opening routines, operating procedures, and teaching expectations. Explain the purpose of the routines, how they are enforced, how they save time, and model how to introduce a new routine to the class.
- Share a plan for management and discipline; explain the rationale behind it.
- Discuss rules, rewards, and consequences as they pertain to the management system.
- Provide the intern with a copy of discipline procedures and consequences regularly used.
- Model effective techniques of management and discipline.
- Encourage the intern to try her/his own discipline and management techniques.
- Observe the intern implementing management strategies and transitions.
- Reflect on the effectiveness of the techniques.
- Discuss other possible discipline techniques and ideas of management.

Assessment

- Familiarize intern with various methods and tests used in diagnostic evaluation and assessment.
- Provide examples of formative and summative assessment instruments used in the classroom.
- Discuss how to use test results (informal, formal i.e. state assessments, school system assessments) and other assessment measures in planning for effective teaching.
- If appropriate, assist the Intern in writing and/or administering tests.
- Discuss informal assessment methods.
- Discuss rubrics to assess performance; share ways to create rubrics.
- Share performance based assessments and expected student outcomes.
- Share grading procedures, grade books, and other methods of documenting student learning.
- Allow the intern to assist in recording report card grades and providing comments.
- Provide opportunities for reflection on the intern's effectiveness in assessment of student learning.

Working with Parents and Families

- Provide opportunities for the intern to meet and interact with parents/families.
- Allow the intern to observe a parent conference and to participate when appropriate. Share parent-conferencing tips with the Intern.
- Encourage the intern to write an introductory letter to families. Oversee all communication with parents, whether written or by telephone. Emphasize the need to consult on all decisions concerning communication with parents.
- Discuss confidentiality regarding the sharing of information with parents about other students.
- Provide opportunities for the intern to participate in school functions where parents are present.
- Discuss and reflect upon the intern's interpersonal skills with adults and students.

Incorporating Technology

- Utilize technology and media communication to enhance teaching and learning and to support instruction.
- Orient the intern about the availability of technological equipment and the procedures for accessing the equipment.
- Use computers and other technology to reinforce skills and concepts.
- Use technology to deliver instruction and assess learning.

Inclusion

- Model various teaching strategies and use materials that accommodate individual differences and needs.
- Adapt instruction for diverse learners including those who are disabled.
- Share ideas about how individual differences and environmental situations influence and affect children's learning.
- Model anti-bias perspectives on development and learning.
- Create environments that promote respect for children's cultures, home language, and family contexts.

Continue the process of teaching, coaching, and reflecting until the intern is able to plan, implement, and assess instruction independently. Continue to observe and provide feedback regarding all aspects of the teacher's role throughout the entire student teaching internship.

Planning for Intern's Extended Teaching (Internship II Only)

Interns come to the Internship II experience with a variety of strengths and experiences. Therefore, individual Interns will assume full responsibility according to their ability to provide effective instructional experiences and to manage the learning environment. Because of the differences between interns, mentor teachers, and classroom settings, the mentor teacher is in the best position to suggest a plan to the university

supervisor regarding the intern's assumption of full classroom responsibility. Gradual assumption of responsibilities lessens frustration and builds confidence. Involving the intern progressively in observations, mentoring, preparing materials, teaching small groups, and then, large groups will help promote a successful experience. Provide the intern with as many responsibilities and decisions as her/his competence warrants and as the situation dictates.

Evaluation Procedures

Mid-Point Evaluation

A mid-point conference between the intern and mentor teacher should be completed. The university supervisor may also be included in this conference. This offers an excellent opportunity for a more comprehensive look at the intern's progress (see Mid-Point Evaluation Form in the Appendix). This is an opportunity to provide the intern and the mentor teacher a means to identify areas for continued growth while there is enough time to strengthen areas of weakness. The intent of the mid-point evaluation has these goals:

- To assess the effectiveness of the intern's performance
- To discuss concerns about any areas of difficulty related to Internship I/II or supervising experience
- Identify goals for the remainder of the Internship I/II experience and design a plan for achieving these goals

The mid-evaluation should be signed and submitted to the Internship I/Internship II supervisor.

Final Evaluation

A three-way final evaluation conference between the intern, Mentor Teacher, and the University Instructor/Supervisor offers an excellent opportunity for a more comprehensive look at the Intern's progress.

Essential Disposition Questionnaire: Candidate Assessment

During Internship I, the intern should evaluate his/her performance using the TU Disposition Evaluation. During Internship II, the mentor teacher and intern should complete the form together. The Disposition Sheet should be submitted to the Internship I/II instructor each semester (See Appendix).

Unsatisfactory Performance

If an Intern is making unsatisfactory progress in the Internship I/II experience, she/he must be provided with specific feedback regarding performance during the course of the placement. The following suggestions may be helpful in dealing effectively with an Intern who is not progressing satisfactorily:

- Identify the problem(s) and conduct a conference between the intern, the mentor teacher, and the university supervisor.
- If the situation is serious, contact the ECED Department Chairperson immediately.
- Identify areas for growth and create an action plan with timelines for remediation.
- Revise the teaching schedule to accommodate the situation. It may be helpful to reduce the teaching load so the intern can focus on improvement.

- Arrange for the intern to observe a master teacher teaching a lesson to a small group, and then, have the intern teach a similar lesson to another small group.
- Clarify performance expectations for the intern.
- Increase observations of the intern and provide continuous written and verbal feedback that includes specific examples for change. Notify the Internship I/II instructor of the intern's progress or lack thereof.
- Provide multiple opportunities for the Intern to reflect on instruction and assess her/his own performance.
- Identify the intern's strengths; work in these areas to enhance the possibility of success.
- Keep accurate written records of specific instances of difficulties and discuss them with the intern.
- Keep a log of dates, times, places, copies of feedback from observations, summaries of conferences, notes from telephone calls and emails, specific incidents, written feedback signed by the intern or another professional staff member, and/or any other documentation that is relevant to the situation.
- Arrange for the principal or another teacher or faculty member to observe the intern and provide feedback.

If it appears that the intern cannot improve performance, the Internship Instructor should consult with the intern, the mentor teacher, and the ECED Department Chairperson. All parties will work to come to a resolution of the situation.

Role of the University Supervisor

The University Supervisor performs a multifaceted role as teacher educator, clinical supervisor consultant, and advisor to Interns. As an integral part of the Internship team, the University Supervisor serves as a model of lifelong learning to the Intern and acts as a liaison between Towson University's College of Education, the Department of Early Childhood Education, the Professional Development School and the local school system where the Intern is assigned for Internship I and II. Further, the University Supervisor is responsible for communicating and clarifying the goals and expectations of the Department of Early Childhood and the College of Education. The goals of the University Supervisor are three-fold:

1. to prepare Towson University Interns to become excellent classroom teachers,
2. to provide support to the Mentor Teacher, and
3. to create and maintain productive relationships with the placement school.

The University Supervisor makes a professional judgment about the Intern's potential to be an effective beginning teacher in the pre primary and primary classrooms before entering their final internship experience. This requires conscientious monitoring of the internship, ongoing communication with the Mentor Teacher and the Intern, and documentation to validate growth, competence, and professional development. The ability to make this decision is dependent upon the collection of a variety of performance data:

1. Documenting evidence of the Intern's knowledge and skills in planning, delivery and assessment of instruction at the pre primary and primary placements before student teaching. Tools for collecting data are:
 - Lesson plans in different subject areas.
 - Observation Records from Mentor Teacher and University Supervisor.
 - Video Clips with Reflections
2. Documenting observations of the candidate's interpersonal style when relating to adults and children in and out of the classroom. Tools for collecting data are:
 - Observation Records from Mentor Teachers, University Supervisor and/or other School Personnel (Principal, Specialists).
 - Intern reflections of service learning activities, action research, and participation in after school events, and or meetings.
3. Documenting comments and observations of behaviors that reflect a mature and professional disposition and commitment toward the responsibilities of the teaching profession.
 - Lesson plans that meet the needs of all children.
 - Observation Records (Lessons, service learning, action research projects)
 - Behavior Policy
4. Documenting that the intern has an understanding that teaching is a career, not just a job.
 - Observation records in courses and school setting.
 - Behavior Policy

The University Supervisor's Role in Relation to the Intern:

- Meet with the Intern in class (ECED 341 or ECED 342) to delineate expectations.
- Conduct observations and follow up conferences with the Intern to assist in improving instruction, analyzing problems, identifying strengths, and reflecting upon teaching effectiveness.
- Assist the Intern in becoming a self-reflective practitioner.
- Counsel the Intern concerning problems and other issues.
- Schedule a mid and final evaluation conference with the Intern and the Mentor Teacher.
- Assign a grade for internship experience.

The University Supervisor's Role in Relation to the Mentor Teacher:

- Discuss the responsibilities of the role of a Mentor Teacher by letter, e-mail, phone, in advance of the placement or during an introductory visit.

- Interpret the Internship I or II internship and requirements to the Mentor Teacher.
- Maintain open communication with the Mentor Teacher regarding the progress of the Intern.
- Conduct conferences with the Intern and the Mentor Teacher at mid-point and at the end of each placement, or more often, if possible.
- Act as an intermediary in conflict or misunderstandings between the Mentor Teacher and the Intern.
- Make recommendations for future Internship III placements and Mentor Teachers.

Visits and Observations

Evaluation of the Intern is continuous. Thus, visits are for the purpose of observing the Intern's move toward the goal of becoming a teacher by teaching and interacting with children in the classroom. As complete lessons are observed, the University Supervisor should meet with the Intern and the Mentor Teacher to analyze the lesson, assess growth, and develop plans for the future. When observing and Intern, the University Supervisor will:

- carefully records key features of the lesson
- obtain a copy of every lesson plan to be observed
- not be an unobtrusive non-participant
- not interrupt the Intern during the lesson, even if the lesson is going poorly.
- take notes, providing evidence for analysis and reflection during the conference.
- encourage an open, honest exchange of ideas resulting in the development and refinement of the Intern's skills
- culminate the observation with a conference between the University Supervisor and the Intern
- schedule additional observations and conferences if the Intern needs additional support.

Mid-Point Evaluation

A conference between the Intern, Mentor Teacher, and the University Supervisor can be scheduled at midpoint of the experience for a comprehensive look at the Intern's progress. This conference can be reassuring in terms of progress that has been made, and it can be used to provide the Intern and the Mentor Teacher with a means to identify areas for continued growth while there is time to strengthen areas of need. The structure identified for the mid-point conference allows for the Intern to self-evaluate and the Mentor Teacher to provide evaluative feedback. This is done with the following points in mind:

- to assess the effectiveness of the Intern's performance;
- to discuss concerns about any areas of difficulty related to Internship I or II or supervising experience; and,
- to identify goals for the remainder of the Internship I or II and design a plan for achieving these goals.

Final Evaluation

The final conference should be a rewarding culminating experience, including a summative narrative report of the performance criteria that have been considered and discussed throughout the placement. The expectation is that the Mentor Teacher and the University Supervisor will share their final written evaluations with the Intern during a conference to be held during the last week of Internship I or II.

The final conference at Towson University should result in the Intern knowing strengths and areas for continued growth. Since there has been ample feedback regarding competence prior to this conference, there should be no surprises at the time of the final evaluation.

Unsatisfactory Performance

If it is determined that an Intern is not making satisfactory progress at any point during the placement, the Intern must be provided with specific written feedback regarding his/her unsatisfactory performance. If, however, the Intern fails to improve performance after intensive work with the Mentor Teacher and the University Supervisor, the Interns will obtain an unsatisfactory grade for the internship experience.

Resources

General Resources:

1. Mentor Feedback Form for observations in Internships I & II
2. JPTAAR Lesson Plan Format
3. Internship Evaluation Form – Midterm
4. Internship Evaluation Form – Final
5. Professional Behavior Standards for Interns
6. Web Links:
 - a. [NAEYC Program Standards](#)
 - b. [INTASC Principles](#)
 - c. [NAEYC Ethical Code of Conduct](#)

Primary Internship I

Mentor Teacher Feedback Form

Intern's Name _____

Mentor _____ **School** _____

Please complete this feedback form based on intern PDS participation and share the information with your intern. This feedback will be included with the intern's ECED 341 curriculum course assignment. It is not an evaluative or graded tool but intended to create a dialogue with your intern. You should share your observations and not your opinions.

1. Preparedness (provided instructional plans prior to teaching, instructional materials are effectively provided, etc)

2. Objective/Purpose (instructional focus is explained and effectively executed, etc)

3. Modeling (a teacher model/direct instruction was provided—i.e. think alouds utilized)

4. Closure (summary of learning, formative assessment, etc)

5. Class Management/Engagement (effective management of student behaviors and the instructional process)

6. Other Comments

Primary Internship II

Mentor Teacher Feedback Form

Intern's Name _____

Mentor _____ **School** _____

Please complete this feedback form based on intern PDS participation and share the information with your intern. This feedback will be included with the intern's ECED 344 reflective journal assignment. It is not an evaluative or graded tool but intended to create a dialogue with your intern. You should share your observations and not your opinions.

1. Preparedness (provided instructional plans prior to teaching, instructional materials are effectively provided, etc)

2. Objective/Purpose (instructional focus is explained and effectively executed, etc)

3. Modeling (a teacher model/direct instruction was provided—i.e. think alouds utilized)

4. **Closure** (summary of learning, formative assessment, etc)

5. **Class Management/Engagement** (effective management of student behaviors and the instructional process)

6. **Other Comments**

Department of Early Childhood Education JPTAAR Lesson Plan Format

Judges Prior Learning

Background

- Describe the school and background of the children.
- Explain what has been taught and how this particular lesson applies to prior learning experiences for *all children**
- How will the children acquire new information building upon what they already know?
- How will you systematically assess this prior learning in a developmentally appropriate way?

Planning and Teaching

Participants/Grouping:

- Include, age, grade level, number of children, characteristics of children (special needs, ELL, other)
- Describe how the group will be arranged to fully participate in the planned lesson. (Grouping choices may include whole class, small groups, pairs, etc. Will you include peer helping or cooperative learning?)

MSC Standard:

- Using the Maryland State Curriculum, identify the indicators/objectives that this lesson will meet.

Lesson Objectives:

A general guideline is 1-2 clearly written objectives for PreK and K, and 1-3 for Primary Grades 1, 2, and 3.

- Objectives need to be measurable and observable.
- Objectives need to be developmentally appropriate (to include age, ability, and cultural appropriateness).
- Objectives need to specify the learning that will result from this lesson.

Responsiveness for All Children:

- Think about the participating group. Are there individual children or groups of children that will need accommodations or differentiation of learning or assessment? In what ways will you insure that the lesson is culturally and linguistically responsive?
- Clearly identify the steps you will take to insure that all children, including those with special needs, will be able to fully participate in the planned activity.
 - What modifications, accommodations or differentiated instruction will be incorporated to support children with special needs, to address cultural and linguistic differences and to challenge children who are academically advanced?
 - Alternatively, describe how your lesson is designed to be open-ended, flexible and inclusive to insure full participation for all children.
- In what ways can you connect this lesson with families? (Building on what you know about children from their families, connecting to home culture and language, sharing children's learning with families, extension activities at home that build on the lesson?)

Materials:

1. Clearly identify all materials that are needed, including quantity and where these items are located. (To include necessary books and page numbers, learning materials and manipulatives, additional supplies such as paints, smocks, clean-up supplies, worksheets, etc.)
2. Identify technology that can be used: children's software, Power Point, video, audio, camcorder, digital camera, etc.)
 - Specify preparation and materials needed for the teacher.
 - Specify preparation and materials needed for children.
3. Be very specific and detailed.

Procedures:

1. Introduction and Motivation:
 - Clearly specify the behavioral expectation of the children.
 - How will you capture the children's attention and motivate them to want to learn?
 - Using developmentally appropriate language, state the learning objectives.
 - How will you connect this new information the children's prior knowledge? (What do they know and what do they need to know?)
2. Teaching Steps and Procedures:
 1. Provide a step-by-step description of the planned instruction with an estimation of the necessary time allotment.
 2. Include the questions you will ask to stimulate learning and the expected responses. This will include critical and creative thinking. Plan for unexpected responses as opportunities for scaffolding or as "teachable moments."
 3. Continue to motivate and engage children throughout the lesson.
 4. Plan for the introduction of new knowledge and skills.
 5. If you are using a traditional teaching approach:
 - Provide direct and explicit instruction
 - Model
 - Guided Practice
 - Independent Practice
 - f. Provide the children with specific, clear and direct feedback.
 - g. If you are using a constructivist approach to learning in your lesson, describe how you will introduce the concept to be explored and plan questions you will pose to encourage new understanding and your response to scaffold children's thinking.
3. Closure
 - Recap the lesson by restating the objective.
 - Review key aspects of the lesson.

Assessment:

Assessment may, in some cases, come before closure.

- How will you know the children's met the stated lesson objective?
- Create a developmentally appropriate assessment that measures whether or not children have met the objective(s), e.g. rubrics, checklists, rating scale.
- Assessment needs to be clearly described.
 - Formative assessment during the lesson
 - Summative assessment at the end of the lesson

Analyzes/Evaluation:

- Document or provide evidence of child learning at the individual and group level.
- Explain the results of children who learned more than expected, and children who learned less than expected.
- What did you as the teacher learn about the children's mastery of the objective?
- Did you meet your stated objective?

Reflection:

- Where do you go from here?
- Is re-teaching necessary?
- What changes in teaching could improve the results?
- How do the results affect the next planned lesson?
- Was the lesson too easy or too difficult?
- How can you better facilitate learning?

"All children" means *all*: children with developmental delays or disabilities, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with

individual learning styles, strengths, and needs. (NAEYC, 2001). Please consider all other factors, such as family structure, chronic health issues, giftedness, etc., that make each child unique.

**TOWSON UNIVERSITY
EARLY CHILDHOOD EDUCATION
FIELD EXPERIENCE – MIDTERM EVALUATION**

Intern: _____ Mentor Teacher: _____
 School: _____ Grade: _____ Date: _____
 University Supervisor: _____

Ratings:

3: Consistently Evident 2: Evident 1: Not evident/Needs improvement

I. COMMITMENT to Professional Practice:	Points
1. Models high academic standards, including written and oral English.	
2. Demonstrates competent and accurate content knowledge.	
3. Demonstrates an understanding of typical and atypical developmental of children in this setting.	
4. All assignments for 343 were complete and submitted timely for grading. **University Supervisor will evaluate.**	
5. Reflects thoughtfully and regularly on practice to improve student learning.	
6. Upholds ethical and legal principles, including respect for confidentiality.	
7. Lesson Plans demonstrate the intern's ability to consistently plan, implement, and assess developmentally appropriate activities.	
8. Uses various assessments, documents learning, and analyzes the results, to guide future lessons and activities.	
9. Dresses appropriately.	
10. Attended all Field Placement Days regularly and is punctual.	
11. Intern shows consistent progress as documented by the (mid-final evaluations) and in lessons observed by both the mentor and supervisor	
12. Lesson Plans were submitted in timely manner to the mentor to review and make suggestions, and materials were prepared ahead of time.	
13. Lessons showed evidence of the intern's efforts and understanding to provide differentiated activities and assessment to meet all children's needs.	
TOTAL	

Comments:

II. CARING for the Success and Well-being of <u>all</u> Students.	Points
1. Believes that <u>all</u> students can learn.	
2. Takes responsibility for improving the learning of <u>all</u> students.	
3. Develops a rapport with children, colleagues, and families.	
4. Models a consistent and conscientious work ethic.	
5. Shows the ability to be flexible.	
6. Teaches in a culturally responsive manner and demonstrates a respect for cultural differences.	
7. Listens carefully to children; talks sincerely and meaningfully with them.	
TOTAL	

Comments:

III. COLLABORATION with Colleagues and Stakeholders	Points
1. Creates and maintains a positive learning climate for <i>all</i> students.	
2. Manages children's behavior fairly and consistently.	
3. Service Learning Project/ Report Well Developed and Effectively Implemented. **University Supervisor will evaluate.**	
4. Involves and respects families, peers, mentors, and supervisors as partners in teaching and learning.	
5. Sincerely seeks to improve professional practice by accepting and implementing constructive suggestions.	
6. Evidence of on-going and consistent collaboration between the mentor and the intern is evident.	
TOTAL	

Comments:

Intern's Signature: _____

Supervisor's Signature: _____

**TOWSON UNIVERSITY
EARLY CHILDHOOD EDUCATION
FIELD EXPERIENCE EVALUATION FORM
FINAL**

Intern: _____ Mentor Teacher: _____

School: _____ Grade: _____ Date: _____

University Supervisor: _____

Points will be deducted from last item in each main category for which there is evidence documented to support this. This evidence may be feedback from the mentor, conferences held with the Supervisor and/or the mentor to discuss any concerns, feedback from the supervisor for lessons taught and implemented, and work that did not reflect the quality or level as noted, or that did not meet the criteria for the grading rubrics or the syllabus description for the assignment.

3: Consistently Evident 2: Evident 1: Not evident/Needs improvement

I. COMMITMENT to Professional Practice:	Points
1. Models high academic standards, including written and oral English.	
2. Demonstrates competent and accurate content knowledge.	
3. Demonstrates an understanding of typical and atypical developmental of children in this setting.	
4. Implements a growing repertoire of pedagogical and managerial skills.	
5. Reflects thoughtfully and regularly on practice to improve student learning.	
6. Upholds ethical and legal principles, including respect for confidentiality.	
7. Show the ability to plan, implement, and assess developmentally appropriate activities.	
8. Uses assessment to document learning and guide future lessons and activities.	
9. Dresses appropriately.	
10. Attends regularly and is punctual.	
11. Intern shows consistent progress (midterm to final evaluations) in the areas mentioned above. No other areas of concerns were reported or observed.	
TOTAL	

Comments:

II. CARING for the Success and Well-being of <u>all</u> Students.	Points
1. Believes that <i>all</i> students can learn.	
2. Takes responsibility for improving the learning of <i>all</i> students.	
3. Develops a rapport with children, colleagues, and families.	
4. Models a consistent and conscientious work ethic.	
5. Shows the ability to be flexible.	
6. Teaches in a culturally responsive manner and demonstrates a respect for cultural differences.	
7. Listens carefully to children; talks sincerely and meaningfully with them.	
8. Intern shows consistent progress (midterm to final evaluations) in the areas mentioned above. No other areas of concerns were reported or observed.	
TOTAL	

Comments:

III. COLLABORATION with Colleagues and Stakeholders	Points
1. Creates and maintains a positive learning climate for <i>all</i> students.	
2. Manages children's behavior fairly and consistently.	
3. Engages in continuous learning and professional development.	
4. Involves and respects families, peers, mentors, and supervisors as partners in teaching and learning.	
5. Sincerely seeks to improve professional practice by accepting and implementing constructive suggestions.	
6. Intern shows consistent progress (midterm to final evaluations) in the areas mentioned above. No other areas of concerns were reported or observed.	
TOTAL	

Comments:

Intern's Signature:

Supervisor's Signature:

Professional Behavior Expectations for Interns

Interns must display professional behavior at all times. The purposes of your early childhood school placement are to observe, to practice and to build your teaching skills. It is vital that you display professional conduct at ALL TIMES. The following rules for professional conduct and behavior must be present at all times while you are present in the school. Professional behavior and your ability to build professional relationships are critical for success in this course and later in your teaching career. Failure to abide by these guidelines could result in dismissal and course failure.

- 1. Dress appropriately at all times.** Interns should wear comfortable clothes, but blue jeans, shorts (including walking shorts), tank tops, low cut blouses, tight fitting clothing (e.g., spandex, leggings), and high heel shoes are unacceptable. If you have questions, do not hesitate to ask. The only exceptions are teacher workdays and field trips for which you may dress according to the dress code established for that day by the school's administration.
- 2. Arrive at school early enough to prepare for the day but no later than the scheduled arrival time for teachers. Leave school when you have prepared for your next visit but no earlier than the scheduled dismissal time for teachers.** On your field experience day, you have one objective-- fulfilling all of your designated classroom responsibilities. This objective takes precedence over all other activities or commitments. You must obtain permission, in advance, to leave early or arrive late from the mentor teacher **and** the University Supervisor. If you must be late, then it is your responsibility to call the school and inform them of your anticipated arrival time. Failure to do so is a serious breach of professional conduct. Absences from field experience days should not occur. Expect that you will experience a cold, stomach virus and other various childhood illnesses. You will have to make sure that you are extremely ill and unable to perform in order to miss one day. Makeup days are at the discretion of the mentor teacher and University Supervisor. If you must miss a day, you are required to bring a doctor's note. You must also make sure that you have thoroughly discussed the day's plans with your mentor. It is the intern's responsibility to make sure that all materials and lesson plans arrive at the school for use by the mentor teacher if they absolutely must miss a field experience day.
- 3. Develop a cooperative spirit with your mentor teacher.** The mentor teacher is a wealth of experience, information, and insight. Since you have much to learn, use the school based personnel in a manner that will make your experience productive and successful. Ask questions when you do not understand. Remember that it is better to sound a little silly with an early question, than it is to look foolish and very dumb in front of the children when you are teaching. In addition, the supervising teacher can be an excellent source for a recommendation when you are applying for a teaching position.
- 4. Establish good interpersonal relationships with all school personnel.** Learn the names of the secretaries and other school personnel. Learn how the school works as a community. Attend PTA meetings, faculty meetings, or staff development sessions whenever possible. Nothing impresses more than to see an intern volunteer his or her own time for special events, to go beyond the expected or the ordinary.
- 5. Respond to constructive criticism in a positive manner.** As an educator, you will spend a lifetime giving constructive criticism to your students and receiving it from your peers and supervisors. Learning to deal with constructive criticism now will help you to use it in a positive manner.
- 6. Be prepared to work hard and complete all assignments on time.**
- 7. Make sure that the mentor teacher approves all lesson plans at least 48 hours in advance of their implementation.** The mentor teacher should initial each lesson plan in the upper right hand corner.